

CHAPTER 3

RESEARCH PROCEDURES

This chapter presents the methodology employed in this study. It describes five parts of research procedures: research method, setting, participant, data collection, data analysis, and research schedule.

3.1 Method of the Research

In this research, the researcher used a qualitative approach because this approach focuses on studying the meaning of the problems or issues faced by participants, which can take the form of perspectives or perceptions (Creswell, 2013). The qualitative approach is also easy to apply when investigating a problem. One of the research methods from case studies is descriptive case studies, which is applied in this research. According to Yin (2018), a descriptive case study is an empirical inquiry investigating a contemporary phenomenon within its real-life context. Thus, using a qualitative approach and descriptive case study, the researcher aims to explore the phenomena mentioned in the background, specifically to understand the challenges and solutions faced by English teachers in dealing with curriculum transitions from 2013 to Merdeka.

3.2 Setting and Participants

This study occurred in three Junior High Schools in the Tasikmalaya area. Those schools were chosen because they are currently undergoing a curriculum transition, specifically from the 2013 Curriculum to the *Merdeka* Curriculum.

The researcher involved three female English teachers aged 35 to 50 years who teach at different public Junior High Schools in Tasikmalaya, West Java, Indonesia. The researcher established criteria for the participants, which are:

1. An English teacher with at least 5 years of teaching experience.
2. An English teacher who has previously taught the 2013 Curriculum.
3. An English teacher with experience teaching using the *Merdeka* Curriculum for a maximum of one year.
4. An English teacher who agrees to participate in this research.

The criteria established by the researcher can assist in the study's progress. These criteria align with the researcher's intentions, as this study directly discusses two curricula related to the challenges and solutions presented by the teachers involved in facing the curriculum transition.

The researcher visited the schools designated as research sites. Then, the researcher discussed with the principal permission to interview the teachers at the school. Additionally, the researcher requested the teachers' willingness by filling in the consent form that had been prepared to participate in the interview.

3.3 Data Collection

Data were collected using semi-structured interviews. Researcher used semi-structured interviews because they are very flexible for interviewing participants and can explore the topics of the given questions. Magaldi and Berler (2020) define semi-structured interviews as exploratory interviews. A semi-structured interview is an in-depth interview where participants must answer predetermined questions (Jamshed, 2014). This allows participants to express their thoughts and concerns in areas they consider to have special interest and expertise (Yuliani, 2023). According to Nathan et al. (2019), this interview can fully comprehensively describe the phenomenon experience. In addition, semi-structured interviews were conducted to explore English teachers' challenges and solutions in dealing with the curriculum transition.

Several things need to be prepared before the researcher conducts interviews with the participants. According to Richards (2008), several basic steps must be taken before the interview is conducted, including:

1. Preparing for the interview, such as what questions should be asked of the participants.
2. Preparing for the interview. In addition to the questions that need to be prepared, the tools to assist in the interview process must be well-prepared.
3. Conducting several meetings or interactions with the participants to discuss the time and place for the interview.

4. Lastly, the activity after the interview is organising the data that has been collected.

The researcher formulated two main topic questions: questions that focus on the teacher challenges faced during the curriculum transition and the solutions that teachers create in response to the challenges of the curriculum transition. Each topic has six subtopics adapted from the curriculum's components by Hermawan et al. (2020). Questions were based on teachers' experiences, understanding, and attitudes in facing the ongoing curriculum transition.

Furthermore, these interviews were conducted face-to-face, and the researcher created a schedule including the time, place, and duration for conducting the interview. The decision regarding the interview agenda with participants was discussed together by the researcher. In the process leading up to the interview, the researcher interacted with the participants regarding the preparations. Next, during the interview process, the interview is conducted in Indonesian, and the interviewer tries to create interaction by listening attentively to the answers given by the participants, checking for understanding, clarifying any unclear responses, and following up. The interview process is recorded to obtain details through audio and to summarise several key points from the interview. The interview process was conducted in one meeting and took 20-45 minutes for each participant.

3.4 Data Analysis

The collected data were analysed using thematic analysis. Thematic analysis is very flexible and versatile, and it also provides detailed and rich data reports in the form of themes. Braun & Clarke (2006) state that thematic analysis is used to identify, analyse, and produce themes.

Thematic analysis has two categories for identifying data: inductive (Frith & Gleeson, 2004) and deductive (Boyatzis, 1998; Hayes, 1997). This study used an inductive approach to analyse the data. Inductive analysis is coding data without fitting it into an existing coding framework. Analysing data using thematic analysis involves six steps in qualitative research. These steps are adapted from Braun & Clarke (2006), namely:

3.4.1 Familiarising yourself with your data

At this stage, the researcher transcribes the interview results from the audio recording. After obtaining the transcript, the researcher tries to understand the content of the interview by rereading it several times until she understands it and notes the important points.

3.4.2 Generating initial codes

In this step, the researcher labels the data that may be relevant to the identified research question using codes. For this study, the researcher used the descriptive code to identify patterns in content and establish the meaning of what participants expressed.

Table 3.1. Generating Initial Codes

Data	Initial Codes
<p>The challenge with the objectives in the curricula is that we have to adjust the interests and talents of the students; there is such a thing as differentiated learning.</p> <p>So when there are students whose interest is speaking in English or those whose interest is writing, the teacher's challenge is how to group manage students' abilities with students' interests and talents.</p>	<p>The objective of curriculum</p>
<p>There are many challenges in changing the material, we have to adjust again to the child's ability because even though we have taught the material, the child's understanding will still be different.</p>	<p>The content in the curriculum</p>
<p>The independent curriculum has a lot of new materials, the challenge is how we adapt the material to the teaching media, if now in grade 7 there is school activities</p>	<p>Media of Teaching</p>

material, previously in the 2013 curriculum only discussed job and professional, now the material is school activities and how we find media that tells about school activities.

There may be a small challenge in strategy selection, such as determining what kind of project to give that at least suits their interests, even though they are different. We don't have to make very different projects, but the same project can still develop students' interests.

Learning Strategy

Challenges in the learning process are now curtailed because there is a differentiated learning so the teacher must recognize the child first, this one excels where the others excel. So giving a lighter test at the beginning is different, students from absentee A read, for example and then are given questions, students whose interest is in speaking are invited to tell about today's activities in just one sentence. So it takes more time because there are a lot of questions and answers. After all, there must be a lighter question at the beginning that relates to the material presented but must be different.

Learning Process

The challenge is that in my opinion the time is still lacking for the assessment process, the problem is that the current

Assessment process

time is 2 x 40 minutes, we must be able to make students achieve this material, well this requires a lot of time.

First of all, in this school there is a gathering for the learning community, every week the English teachers meet to share. For example, the problem in one class is like this, in another class for example what, we share information as the first solution. Second, we really study the situation and conditions in the field, understand the character of student, competencies, and interests of students we must write.

**Learning Community ,
Observations, Searching
Information**

But fortunately in this school there is already a briefing before teaching. It was only last year that we implemented the Kumer curriculum, so teachers were first selected to teach grade 7 with the independent curriculum. Now there are special upgrades such as technical guidance and debriefing, so that helps. I also diligently attend seminars to be able to understand the material and learn more and then look for other methods so that it can be more easily understood.

Teaching Workshop

So I use direct media such as observation, traveling, maybe like real media, or related to everyday life. However, as teachers, we must be prepared for all situations, so we

**Using Various Media for
Learning**

must have many lesson plans or other alternatives, and I also continue to search the web, YouTube, and others that can help me to develop more effective learning media.

However, because it is not much different from the learning strategy in the previous curriculum, it is more adjusted to the materials and looks for previous projects that can be improvised again.

Student Centered Learning

So giving a lighter test at the beginning is different, students from absentee A read for example and then are given questions, students whose interest is in speaking are invited to tell the activities of the day, just one sentence. In addition, of course, the actions I took applied the theory that we learned in college learning by doing.

**Giving Various Treatment
for Students**

Looking for a lot of reading related to interesting learning processes, observing, observing and studying every day, every meeting, where this child is headed.

The solution is now that students are more active, yes, the meaning is to tell them like “this kid is not finished or not finished, please search on Google and other social media about this material then mom will test again. So communication is a solution that I do to make it easier for me and students and guidance to students who

**Remedial and
Reinforcement**

have not complete

8 initial codes represented different aspect shown by participants' interview transcription. Here is the list of initial codes and their frequency.

Table 3.2 List of Initial Codes and Their Frequency

Initial Code	Frequency
Teacher Challenges	
The objective of curriculum	4
The content in the curriculum	5
Media of Teaching	8
Learning Strategy	4
Learning Process	9
Assessment process	3
Teacher Solutions	
Learning Community, Observations, and Searching Information	3
Teaching Workshop	4
Using Various Media for Learning	6
Student Centered Learning	5
Giving Various Treatment for Students	3
Remedial and Reinforcement	3

3.4.3 Searching for themes

At this stage, the researcher would reread the codes she had found in the previous phase and combine those codes into potential themes that align with the research problem.

Table 3.3 Potential Themes

No.	Initial Codes	Potential Themes
1	The objective of the curriculum	Challenges in Understanding and Implementing the

		Curriculum Objectives
2	Teaching Material in the curriculum	Challenges in Delivering the Curriculum Content
3	Media of Teaching	Challenges in Choosing Appropriate Teaching Media
4	Learning Strategy	Challenges in Conducting the Learning Process
5	Learning Process	
6	Assessment process	Challenges in Administering the Assessments
7	Learning Community, Observations, and Searching for Information	Understanding Curriculum Objectives Through Collaboration and Reflection
8	Teacher Workshop	Enhancing Teacher Readiness through Content Adjustment and Professional Development
9	Using Various Teaching Media	Intergrating Varied Teaching Media to Support
10	Student Centered Learning	Differentiated Instruction in
11	Giving Various Treatment For Students	The Learning Process
12	Remedial and Reinforcement	Applying Remedial Teaching and Monitoring Students in The Assessment Process

3.4.4 Reviewing themes

In this section, researcher reviewed the themes that she had developed in the previous section, and then reassessed whether these themes aligned with the study she was researching.

Sub Themes	Themes
Teacher's Challenges	
1. Challenges in Understanding and Implementing the Curriculum Objectives	English Teacher Challenges In the Curriculum Transition
2. Challenges in Delivering the Curriculum Content	
3. Challenges in Choosing Appropriate Teaching Media	
4. Challenges in Conducting the Learning Process	
5. Challenges in Administering the Assessments	
Teacher's Solutions	
1. Understanding Curriculum Objectives Through Collaboration and Reflection	English Teacher Solutions to Overcome the Challenges in Curriculum Transition
2. Enhancing Teacher Readiness through Content Adjustment and Professional Development	
3. Intergrating Varied Teaching Media to Support Differentiated Instruction in The Learning Process	
4. Applying Remedial Teaching and Monitoring Students in The Assessment Process	

3.4.5 Defining and naming themes

At this stage, the researcher gave the name and explained each theme selected to answer the research question.

Table 3.4 Defining Themes

Theme	Definition
1. English Teacher Challenges in the Curriculum Transition	This theme describes the challenges that English teachers face when dealing with curriculum transitions, namely challenges in understanding and implementing the curriculum objectives, challenges in delivering the curriculum content, challenges in choosing appropriate teaching media, challenges in conducting the learning process, and challenges in administering the assessments.
2. English Teacher Solutions to Overcome the Challenges in Curriculum Transition	This theme describes the solutions that English teachers came up with to deal with the challenges of the curriculum transition, namely understanding curriculum objectives through collaboration and reflection, enhancing teacher readiness through content adjustment and professional development, intergrating varied teaching media to support differentiated instruction in the learning process, applying remedial teaching and monitoring students in the assessment process

3.4.6 Producing the report

In the final stage, the researcher wrote the research report at the end of this stage, following the existing theme, and explained the report.

3.5 Research Schedule

This study was conducted in three public Junior High Schools in Tasikmalaya, as explained in the setting and participant section. This study starts from September 2024 to April 2025. The research timeline is attached in the table below.

Description	Sep – Octo	Nov	Dec	Jan	Feb	Mar	Apr	Mei	Juni
	2024			2025					
Research Proposal writing	■								
Research Proposal examination		■							
Data Collection			■	■					
Data Analysis					■	■			
Report							■	■	
Thesis Result Seminar									■
Thesis Examination									